

Chester Park Center of Literacy through Technology

835 Lancaster Highway
Chester, SC 29706

Grades	K-5 Elementary School	
Enrollment	528 Students	
Principal	Christina Melton	803-581-7275
Superintendent	Larry B. Heath	803-385-6122
Board Chair	John W. Davis	803-482-4524

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	67	36	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	Below Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	No

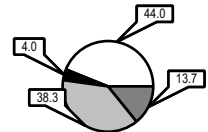
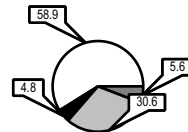
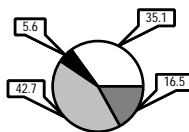
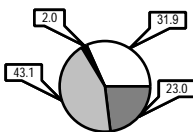
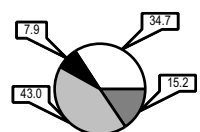
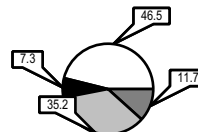
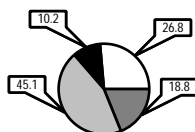
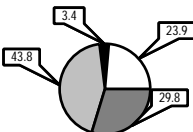
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	265	100.0	31.9	43.1	23.0	2.0	33.5	Yes	Yes
Gender									
Male	174	100.0	35.4	41.6	19.9	3.1	32.3	N/A	N/A
Female	91	100.0	25.3	46.0	28.7	0.0	35.6	N/A	N/A
Racial/Ethnic Group									
White	129	100.0	24.6	44.1	27.1	4.2	41.5	Yes	Yes
African American	133	100.0	39.1	42.2	18.8	0.0	25.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	217	100.0	24.6	45.9	27.1	2.4	39.1	N/A	N/A
Disabled	48	100.0	68.3	29.3	2.4	0.0	4.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	265	100.0	31.9	43.1	23.0	2.0	33.5	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	265	100.0	31.9	43.1	23.0	2.0	33.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	173	100.0	40.0	40.0	20.0	0.0	26.7	No	Yes
Full-pay meals	92	100.0	15.7	49.4	28.9	6.0	47.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	265	100.0	35.1	42.7	16.5	5.6	31.9	Yes	Yes
Gender									
Male	174	100.0	33.5	39.1	19.3	8.1	36.0	N/A	N/A
Female	91	100.0	37.9	49.4	11.5	1.1	24.1	N/A	N/A
Racial/Ethnic Group									
White	129	100.0	27.1	40.7	22.0	10.2	42.4	Yes	Yes
African American	133	100.0	43.0	45.3	10.2	1.6	21.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	217	100.0	29.5	44.9	18.8	6.8	35.7	N/A	N/A
Disabled	48	100.0	63.4	31.7	4.9	0.0	12.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	265	100.0	35.1	42.7	16.5	5.6	31.9	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	265	100.0	35.1	42.7	16.5	5.6	31.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	173	100.0	42.4	41.2	13.3	3.0	24.2	No	Yes
Full-pay meals	92	100.0	20.5	45.8	22.9	10.8	47.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	265	100.0	58.9	30.6	5.6	4.8	10.5
Gender							
Male	174	100.0	54.7	32.9	5.6	6.8	12.4
Female	91	100.0	66.7	26.4	5.7	1.1	6.9
Racial/Ethnic Group							
White	129	100.0	43.2	38.1	11.0	7.6	18.6
African American	133	100.0	74.2	22.7	0.8	2.3	3.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	217	100.0	55.6	32.4	6.3	5.8	12.1
Disabled	48	100.0	75.6	22.0	2.4	0.0	2.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	265	100.0	58.9	30.6	5.6	4.8	10.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	265	100.0	58.9	30.6	5.6	4.8	10.5
Socio-Economic Status							
Subsidized meals	173	100.0	70.9	21.8	4.2	3.0	7.3
Full-pay meals	92	100.0	34.9	48.2	8.4	8.4	16.9

Social Studies							
All Students	265	100.0	44.0	38.3	13.7	4.0	17.7
Gender							
Male	174	100.0	40.4	39.1	14.9	5.6	20.5
Female	91	100.0	50.6	36.8	11.5	1.1	12.6
Racial/Ethnic Group							
White	129	100.0	35.6	40.7	16.9	6.8	23.7
African American	133	100.0	51.6	35.9	10.9	1.6	12.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	217	100.0	39.1	41.1	15.5	4.3	19.8
Disabled	48	100.0	68.3	24.4	4.9	2.4	7.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	265	100.0	44.0	38.3	13.7	4.0	17.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	265	100.0	44.0	38.3	13.7	4.0	17.7
Socio-Economic Status							
Subsidized meals	173	100.0	53.3	34.5	10.3	1.8	12.1
Full-pay meals	92	100.0	25.3	45.8	20.5	8.4	28.9

Abbreviations for Missing Data
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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	166	98.2	21.4	38.3	33.8	6.5	40.3
	4	180	100.0	34.1	43.4	22.0	0.6	22.5
	5	213	100.0	34.0	50.5	15.5	0.0	15.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	89	100.0	29.2	33.7	32.6	4.5	37.1
	4	85	100.0	28.6	49.4	20.8	1.3	22.1
	5	91	100.0	37.8	47.6	14.6	0.0	14.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	166	98.2	24.0	57.1	13.6	5.2	18.8
	4	180	100.0	37.6	39.3	19.1	4.0	23.1
	5	213	100.0	29.4	56.7	9.3	4.6	13.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	89	100.0	29.2	46.1	20.2	4.5	24.7
	4	85	100.0	39.0	31.2	19.5	10.4	29.9
	5	91	100.0	37.8	50.0	9.8	2.4	12.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	166	98.2	52.6	37.0	7.8	2.6	10.4
	4	180	100.0	62.4	28.3	6.9	2.3	9.2
	5	213	99.5	63.4	26.8	6.7	3.1	9.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	89	100.0	61.8	29.2	4.5	4.5	9.0
	4	85	100.0	59.7	24.7	9.1	6.5	15.6
	5	91	100.0	54.9	37.8	3.7	3.7	7.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	166	98.2	29.2	47.4	14.9	8.4	23.4
	4	180	100.0	32.9	52.6	11.0	3.5	14.5
	5	213	99.5	51.5	37.6	6.2	4.6	10.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	89	100.0	39.3	38.2	14.6	7.9	22.5
	4	85	100.0	46.8	29.9	20.8	2.6	23.4
	5	91	100.0	46.3	46.3	6.1	1.2	7.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 528)				
First graders who attended full-day kindergarten	100.0%	N/A	100.0%	100.0%
Retention rate	5.2%	Up from 1.9%	3.6%	2.8%
Attendance rate	92.8%	Down from 94.4%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.9%	0.0%	0.0%
Eligible for gifted and talented	8.1%	Up from 6.5%	8.3%	10.4%
On academic plans	55.0%	N/AV	40.7%	33.6%
On academic probation	0.0%	N/AV	0.5%	1.0%
With disabilities other than speech	9.2%	Down from 11.1%	8.5%	7.5%
Older than usual for grade	1.7%	Down from 2.5%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	58.8%	Up from 38.2%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.2%	N/A	1.3%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.2%	87.3%
Teacher attendance rate	96.2%	Up from 94.1%	95.1%	94.9%
Average teacher salary	\$42,427	Up 1.9%	\$42,226	\$42,485
Prof. development days/teacher	10.2 days	Down from 10.4 days	13.3 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 21.2 to 1	18.1 to 1	18.6 to 1
Prime instructional time	87.5%	Up from 87.1%	89.8%	89.7%
Dollars spent per pupil*	\$4,361	N/A	\$6,680	\$6,557
Percent of expenditures for teacher salaries*	76.5%	N/A	63.8%	64.0%
Percent of expenditures for instruction*	82.8%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	79.5%	Down from 99.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	No

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Chester Park Center of Literacy through Technology School Improvement Council is proud to announce accomplishments and highlights of the 2005-2006 school year and also accomplishments and highlights of our preparation year, 2004-2005.

Our Chester County School Board provided start-up funds of \$80,000, which were used to purchase 15 interactive boards to equip all of our third, fourth, and fifth grade classes. COLT along with the Arts School was funded a 21st Century Grant to provide four days of remediation and enrichment after-school programs four days a week. This three-year cycle funded \$150,000 to organize and implement the first year of this innovative after-school program. Additional grant monies and local supplements totaling over \$217,850 have been secured to provide equipment and resources to fund our technology implementation. As you can imagine, for such successes to be celebrated, teamwork and cooperation with a concentrated focus on the vision of the COLT is essential. This teamwork has been made possible by the cooperation of the COLT staff and the support of our community, including families and business leaders.

During the 2005-2006, the COLT staff and School Improvement Council focused on using data to improve and design programs. This data was used to create a five-year plan, which resulted in accreditation from the Southern Association of Colleges and Schools. Programs offered to students included 4-H Programs to all students in kindergarten through fifth grade; an after-school tutoring program offered to second and third graders to focus on reading and math instruction; RISE (Reaching Individual Success Everyday) for fourth and fifth grade boys at Chester Park Complex; and AcE, Accelerated and Enrichment Programs for students in second through fifth grades during morning and afternoon clubs. We are proud to announce 34 clubs were offered free of charge to COLT students serving 247 students. Junior Achievement, a business education program designed to meet economic standards while exposing students to various careers, was offered to classes at COLT. The COLT SIC has established the goal of having 100% implementation of Junior Achievement over the next five years. Our Jump Rope Team performed at three school functions and also increased the fitness level and skill performance of second through fifth graders. Our academic pinning ceremonies were held at the conclusion of each grading period to recognize the efforts and improvements of students. COLT Students continue to receive a variety of awards ranging from school, district, state, and even national recognitions in areas such as art and language arts, including writing and spelling.

Instructionally, COLT takes great pride in continuous improvement in student achievement data. MAP Scores (Measures of Academic Progress) for second through fifth graders showed a continued improvement of students in the areas of language arts, science, and mathematics. Dominie (a language arts assessment) showed continued improvement of COLT students in reading and writing. Technology tools, from kindergarten through fifth grade, have proven to be effective in engaging our students while improving achievement rates.

As we reflect upon the first year of implementation, the COLT staff and School Improvement Council will continue to adhere to the five-year plan, which was created based on achievement data and survey data collected from students, parents, and staff. COLT will continue to design programs to meet the needs of its students. As we prepare to conclude our first year as a technology school of choice, we thank you for your support. We thank you for allowing us to serve your family and educate your child. We look forward to continuing to build upon our successes while strengthening our programs and better serving our learners next year.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	85	75
Percent satisfied with learning environment	100.0%	86.3%	72.6%
Percent satisfied with social and physical environment	100.0%	86.7%	76.0%
Percent satisfied with school-home relations	97.1%	83.5%	65.8%

*Only students at the highest elementary school grade level at this school and their parents were included.